



# SCHOOL LIFE

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## OPPORTUNITIES OF TEACHING.

**An Intimate Talk on the Advantages and Compensations of a Teacher's Life—Personal Experiences of One Long in the Service—Young Men Should Be Interested in the Profession.**

By JOSEPH H. WADE, *District Superintendent of Schools, New York City.*

Teaching is the most vital of all professions, and every young man completing his college course should have the importance of the work placed before him. The great majority have already fixed their minds on a future profession, but many of them are yet undecided.

How little one knows what his future career will be. The present head of the public-school system in New York City is a doctor of medicine, and when I first met him as a teacher he believed that he was only a transient visitor in the schools. The interest of the work enwrapped him, however, and now he is entirely a teacher, though educated for the medical profession.

### Biggest Work That One Can Undertake.

In my own experience I was a reporter on the Associate Press at college, and after graduation I worked as a reporter on the Evening Sun and other papers. At the same time I taught in a private school. The day came when I had to make a choice of my future life work, and when I decided upon teaching the editor of the Evening Sun advised me against it. He said it was a great mistake for one to give up a man's work for a woman's profession, but he really never understood the greatness of the field. It is the biggest work that anyone can take up if he aims to play the part as a man.

With young men naturally the material side is of more importance than the altruistic side. Many of them must think, all of them are thinking, of the future from a more or less financial standpoint; yet even from this point of view the work of the teacher in New York City is well worth while. In fact, the status of the teacher financially has been tremendously improved during the past year throughout the country, and it was about time that this occurred, for it was a disgrace to our Nation that the man or woman of character and culture doing the great work of the teacher in our schools and in our colleges was not receiving the compensation in many cases of the common laborer.

### Salaries Have Been Nearly Doubled.

Last year the New York State Legislature enacted two laws whereby the salaries of the public-school teachers were increased to such an extent that in some cases they were almost doubled. A few years ago a young man began teaching in the schools on a salary of \$900. To-day he begins on a salary of \$1,500, and he can go up by natural progression to \$3,250 without leaving the classroom of the elementary school. If he is ambitious and a student, he may become a principal at \$4,750. In addition, he has the evening schools, elementary or high schools, where, if necessary, he can increase his annual salary

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## DAYLIGHT IN THE SCHOOLROOM.

**Amount of Window Space in Itself of Little Significance—Light Should Come from Above—Best Admitted Through High Windows on Two or More Sides—Shutters to Reflect Light to Ceiling.**

[Report of subcommittee on lighting and conservation of vision in schools to the joint committee on health problems in education of the National Council of Education and the Council on Health and Public Instruction, American Medical Association.]

The eye has evolved to meet the conditions of daylight stimulus and is capable of its highest health and efficiency under its normal conditions. It is well that the bulk of school work is done by daylight. But of late years an immense amount of thought and labor have been expended on the improvement of artificial illumination, while nothing has been done to improve the methods of using daylight. The result is that artificial light is being used in many respects more intelligently than daylight, and only the innate superiority and cheapness of the latter have left it in general use in schoolrooms.

### Useful Light Falls on Object Looked At.

So little has been done to apply our knowledge of the physiology of vision to the requirements for indoor use of daylight that it is necessary to begin with fundamentals. The light which is useful is that which falls upon the object looked at, and is thence sent to the eye, where it enters the pupil and is focused on the retina. The thing looked at includes both the thing we wish to see and the background which reveals it by contrast, or color difference. We wish to see the letter, but we also look at the paper, with which the letter is so contrasted as to reveal its form.

Light entering the eye directly from the source of illumination or in any way that does not assist in making distinct the thing we wish to see is not a help but a hindrance to our seeing. For one thing, it causes contraction of the pupil, and in that way actually diminishes the amount of useful light that enters the eye. For another, it wastefully uses up retinal energy accumulated for the purpose of vision without helping to see what we want to see. In the third place, it produces retinal impressions that compete with those that are useful, for the attention of the recipient, increasing the effort needed to keep the consciousness occupied with the useful impression.

### Light Must Be Neither Excessive nor Deficient.

By variation in the size of the pupil, which regulates the amount of light entering through it, and by the process of "adaptation," which adjusts the sensitivity of the retina to the intensity of the light reaching it, the eye is capable of service with enormous variations in the brightness of illumination. But there are limits of brightness beyond which we can not safely go in either direction. Excessive stimulation unduly exhausts the retina. Deficiency of light lowers the acuteness of vision and makes more difficult the recognition of objects of a given size and distinctness.

For indoor seeing the practical problem is largely to get enough light on what we look at. The eye evolved largely for

outdoor seeing, and the comparative deficiency of light indoors is enormous. Photography has emphasized this difference. The same film exposed through the same stop will require a hundred times longer exposure with a good indoor light than it will require with the light generally available out of doors in the daytime.

The first question to be answered is how to get enough daylight into the schoolroom. The second is how to get it to fall in the right direction. The arrangement to be worked out is one that shall secure the sufficient illumination of the aspect of things that we look at.

It has been customary to say that the room must have enough window space, and rules have been laid down to fix how much this must be. But the amount of window space has very little significance until we know what is to be seen in this window space and what is its position in relation to the scholar. No amount of window space will give a good light from green foliage of trees, or from a wall, unless the wall is of light color and the sun is shining directly on it. A window to admit enough light must open to the sky.

The test of sufficiency of illumination that can be applied to the plans for any schoolroom is how much open sky, measured in angular space, can be seen from the darkest point in the room at which objects will be placed to look at. In general, this will be not less than the equivalent of a square each side of which subtends an angle of  $20^\circ$  for a north light in a cloudy, misty climate. This may be reduced by about 50 per cent area in a room with south light in a region where heavy clouds rarely diminish the daylight. To measure the light with a photometer or a reading test after the room has been built is easy, and may be conclusive of its unfitness for school purposes; but this is generally too late to be of any practical use.

#### Light from Above.

It has generally been recognized that the eyes are set in the front of the head and that objects looked at are held in front of us so that light should come from behind rather than from in front. But it has generally been overlooked that the eye is particularly suited to looking down on its work and to using illumination from above. This is the point in which modern arrangements for artificial lighting have outstripped the old plans of admitting daylight to a room that are still in general use.

If one stands or sits with the head erect and the eyes looking forward on a level the field of vision extends upward about  $45^\circ$  to  $50^\circ$  and downward about  $60^\circ$  to  $80^\circ$  from the horizontal plane

passing through the eyes. If without changing the position of the head the eyes are turned up and down, they can turn up about  $40^\circ$  and down fully  $60^\circ$ . If, now, the head is thrown forward and then backward, it will be found easier to look directly downward than to look  $40^\circ$  above the horizon. If one wishes to watch the clouds in the sky, he will lie on his back on the ground to do it and then find it much easier to look toward his feet than in the opposite direction.

Our eyes are fitted for use looking downward and all continuous use of them for the work is done with the work placed below them. The easy position for reading is with the work placed as much below the eyes as in front of them. Very often the position assumed is one looking almost directly down upon the work. The scholar in general has to be admonished not to lean over. The teacher, to set an example, has to make some conscious effort to sit up straight. The great bulk of near work of all kinds is done on desks and tables, with an upper surface horizontal, so that it is best lighted from directly above, or inclined, as in the case of some school desks, to an angle of not often more than  $20^\circ$  with the horizon.

The fact is that we are so constructed that it is more important for the light to come from above than from behind us. That is where it comes from the open sky, as much from in front as behind, and from both sides, but always from above. We know how unpleasant it is when light is reflected from snow or water and comes nearly as much from below as from above. The great problem in school lighting is to get the light to fall from above.

This has been solved for artificial lighting; it remains to be solved for daylight. The first point is to have the windows go as high as possible. It is often stated that a skylight is the ideal window for illumination, but is not practical. It can only be used in the highest story or in one-story buildings, is hot in summer, and makes the room hard to heat in winter. Having stated these objections to it, it is usually dismissed and no attempt made to secure the best light possible through window, the resource that is admittedly practical.

The window should go all the way to the ceiling. The most important reason for having high ceilings is to get high window space. Yet it is very common to sacrifice this by placing a foot or so of dead, useless wall above the top of the window. This foot, if utilized to admit light, would be worth more than 3 or 4 feet from the bottom of the average window.

There are often mechanical difficulties about having the window begin just at the ceiling, because there must be something solid to carry the joists of the floor above. But these difficulties are now readily overcome by the use of a steel beam, with a flange at the bottom to carry the joists. In this way it becomes possible for the glass of the window to come within 3 inches of the level of the ceiling instead of 15 to 18 inches below it, as has generally been the case.

#### Use of Shades.

But the most popular method of keeping the schoolrooms poorly lighted is the use of the shade placed at the top of a window. If any shade is hung at the top of a window, it should be white, and of thin, translucent material, which will admit and diffuse all the light possible when the sun is shining directly on it, and it should be rolled up completely when the sun is not shining on it. Windows not exposed to the direct sun should never have shades at the top.

A dark shade may be placed at the bottom of a window, when somebody has to face it, if the window is so low as to come down near to the level of the eyes. Windows in the schoolroom should be made to admit light; this is their primary function, best performed if the bottom of the window is above the level of the eyes. This primary function should not be sacrificed in making the window so that it can be used to look out of. It would be better to make distinct openings for the two purposes. If the window comes just below the level of the eyes, a dark shade can be placed a few inches above the bottom of the window, permitting an outlook below it, but pulled up so as to shut off any direct view of the sky from eyes in the usual position for study for a space of about 2 feet, or approximately  $20^\circ$ , above the level of the eyes of those sitting farthest from the window. This is the only proper use for a dark shade in connection with the daylight illumination of a schoolroom.

If the necessary fixtures are not available for "hanging" the shade at the bottom, and drawing it up instead of down, it may be hung in the usual way, near the middle of the window, if white shades are placed at the top to diffuse direct sunlight.

Even when nothing but the usual dark shade is available, it is generally practicable to set it from 6 to 18 inches below the top of the glass, leaving a space above it through which the light from the sky can always enter and which will permit direct sunlight to fall in the room only at certain parts of the day and certain months in the year, when it may come so obliquely as to reach the opposite wall and not fall on the floor. The distance

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## BUNGALOW BUILT BY SCHOOL CHILDREN.

Domestic-Science Cottage in Springfield, Mass.—A Characteristic English Description of an American Achievement.

By HENRY ELFORD-GULLEY.

[From the Teacher's World, London.]

When I first heard of it I said, "That's a jolly fine idea," and when I saw it in being I exclaimed, "What a topping idea. I must tell them about it at home." Now I am home again. But how hard to believe it all. I see my notes and then I gaze at my sketches and then I gaze at the traditions of good old England. I see the limitations of the classroom, of bricks and mortar, of dear, dear land—but through the homely fog comes again the vision I had in Springfield, Mass., and I feel I must tell you. Do listen and I will do my best to interpret, so that you hear no nasal twang, no unknown slang, so that the Stars and Stripes colors become the red, white, and blue of our own union jack.

### To Begin With.

To begin with, many people build their own houses. Then there is a large European population coming from lands that have not yet advanced enough to allow a family of workers a decent, up-to-date dwelling wherein to exist. And, thirdly, many toilers' children remain at school and college till they are nearly out of their teens, and grammar and secondary schools are more than often vocational and trade schools. That is to say, an embryo bricklayer finds it to his advantage to have a college education.

### How It All Began.

They wanted a domestic-science suite of rooms for the girls. They had some live manual-training instructors—men quite good enough to be scout masters. So they were good. They also had a trade school in the city. And the fiat went forth something like this: "Now, you girls tell us just what you want and we will build it for you."

The ensuing competition among the longer-headed girls brought forth the best idea, and the lads took the plan to their own drafting rooms for analyzing the details of erection.

The board of management granted a thousand dollars—sorry, I mean £250—for material costs. A fortunate spare space for building was allocated from the big playing ground—by the way, have you seen some of the playgrounds

of these modern American schools?—and there was a withdrawal of resignations of intending leavers at the term end among the coming carpenters and bricklayers directly the idea was mooted.

Can you imagine how the foundations were marked, examined, and checked and corrected? How the structure began to rise and grow? How the memories featured annus mirabilis with corner-stone and window sill and lintel?

There is a famous advertisement of flowing robes over the magic word "ours." Fifty boys and girls repeated that word again and often for a good many days.

And Willie brought his carpenter daddy, and Johnny came with his bricklayer father, and amid the council of advice silently the dignity of labor was honored by the horny hand of the experienced worker and the willing learner from the grammar school.

It was a six-room bungalow, completed by boy labor, supervised by experienced helpers, and when it was finished there was not one thing missing to make the pile complete. I wish I could take you through it to show you how modern and convenient everything was. The plumbing, the drainage, the electric wiring were a tribute to the zeal of the boys.

### The Furnishing.

And now the place looked so bare. What about tables and chairs, and pictures, and curtains, and pottery, and all that goes to make a home?

The furniture was to be of the mission type—good, solid, sound stuff. Away went the boys to their shops, where they received orders from the girls as to the pieces required for each of the rooms. I saw even a grandfather clock.

Then came a most fascinating item in the story of construction. The girls were inspired to make. That went further than going to a shop, buying cloth, measuring for curtains, cutting and stitching casements. They had had a loom made after the fashion of those found in some New England farmsteads even to-day. They learned how to use it, they made designs suitable, and they wove their

own hangings; so that by the time a part of the furniture began to arrive the windows were shading the rooms with subdued lights.

And pottery—the real art stuff—created more zeal for a beautiful house. Those girls worked the potter's wheel, and the boy scouts built the ovens for burning the clay.

And need anyone imagine that any single item that possibly could be made, or shaped, or carved, or cut from any material within reach of a fully alive bunch of boys and girls was allowed to be bought ready-made. No; of course not. My good friend, you may go through your own household, and with a very little imagination call a whole list of things that were provided with hands trained by ready brains, encouraged by willing guides, and granted full freedom for the utmost development, and placed in that shrine to handwork education.

And could they read the better?

Was their spelling improved?

Did they learn the more readily to add, count, multiply, divide?

What of the lost geography and history lessons?

If you think all these suffered in consequence, go and note how many books were read for information and instruction on a thousand and one items arising time and again, both with the boys and the girls in their making campaign, go and read the countless notes and arithmetical calculations necessitating much care and sure accuracy; the many orders made out to distant towns; and, above many essentials, the historical knowledge gained in the pottery, furniture designing, and weaving work.

What a lesson one girl alone learned as she exclaimed: "I guess I clean my boots outside after this; that rug has been four months in the making."

## TO OVERCOME THE PERSONAL EQUATION.

In order to secure uniformity of grading on the part of the entire faculty, for several years President Harker, of Illinois Woman's College, has prepared a list showing the distribution of the grades by each member of the faculty.

The fact is thus brought out that some of the teachers are inclined to mark liberally, confining their grades almost altogether to the higher ranking, say, from 85 to 100. Other teachers are much stricter in their markings, giving very few of the higher grades. The discussion of these matters in the faculty meeting, together with the actual exhibit of the marks given by each teacher, proves helpful in securing a common standard of marking and more care in the grading.

## SAFETY TO LIFE IN PUBLIC SCHOOLS.

**Schoolhouse Fires Have Increased Five-fold in Ten Years—Buildings Used More Hours Per Year.**

By FRANK IRVING COOPER,  
Architect, Boston.

[Abstract of address before National Educational Association, Department of Administration, Atlantic City.]

Ten years ago the Russell Sage Foundation authorized the first investigation of State school building regulations. That investigation found Ohio and Connecticut the only States having regulations to safeguard school children against fires in schoolhouses.

### Heavy Increase in Fire Loss.

Ten years ago the National Insurance files recorded but one fire a day in school buildings. To-day, after ten years of erecting more school buildings, these same files record five fires a day in the school buildings of this country, and there is no telling how many more fires unrecorded.

The loss of a school child's life has become so common that no record is kept. Only when the children are burned by the score, do the newspapers outside the immediate locality note the fact.

This destruction of life and treasure is preventable, yet the parents, public, and school officials do nothing.

Called to inspect the schools of a New England town this past week a fire hazard was brought to the attention of the superintendent. He admitted that he knew there were hazards, and said that with bated breath he waited every time the fire alarm rang during school hours until he learned that the fire was not in a schoolhouse.

### Probable Advance in Insurance Rates.

The New York Journal of Commerce states that an advance in the fire insurance rates on schoolhouses is one of the early probabilities, as that class of insurance for the past five years has resulted in a steady loss. Changes are also taking place in the schoolhouse risk. From being a building of classrooms which was used five hours a day for five days a week, the modern schoolhouse has become, in many instances, a combination structure, used in many cases 90 hours a week. The new uses have brought an increased hazard.

Will the National Education Association act to stop this burning of schoolhouses? Will it not demand of every member, of every superintendent, individual effort to bring about safety regu-

lations in all States for the planning and construction of schoolhouses?

No longer is there an excuse for putting this business off. Information on these matters is available; it is free. Anyone, official or private citizen, for the asking, may have the results of the experience of competent experts on every phase of the problem of fire prevention.

The expenditure of but moderate sums would make these daily fires practically impossible.

## LUNCH, 1 CENT; FULL MEAL, 5 CENTS.

**Pupils of Two Schools in Harrisburg, Pa., May Fare Sumptuously at Small Cost.**

More than you can eat for a nickel! Hardly seems possible in these days of the high cost of everything, but that is just the case at the Downey and Penn Buildings, where the committee in charge of the city welfare work, directed by Mrs. Lyman D. Gilbert, serves penny lunches to the school children at noon.

For one penny a child may secure a bowl of soup, a cup of coco, glass of milk, baked beans, stewed fruit, pudding, or a bun; and the teachers and pupils alike declare that it is impossible to eat five cents' worth unless you are "as hungry as a bear."

In addition to the lunches served in the two buildings at noon, there is also a sale of milk and graham crackers at the recess period. Two graham crackers of the large sort and a glass of milk are given for two pennies. This results in fewer sales of sweets, sour pickles, and pretzels spread with mustard. That the penny lunch is popular can be seen from the fact that during the month of February, there were 10,261 servings at the Penn Building. The movement was inaugurated in November and has met with popular approval of the parents and children. At the Downey Building the movement is also growing. It was inaugurated at this school in November. Practically the same menus are served at the two schools.—*Public School News, Harrisburg, Pa.*

Founder's Day at Tuskegee Institute was celebrated on April 12 in honor of Booker T. Washington. Dr. M. Ashbie Jones, pastor of the Ponce De Leon Baptist Church, of Atlanta, Ga., and a leader in the interracial commission, delivered the annual address. An added feature of this year's observance was the dedication of new buildings.

## ADVANTAGES OF THE COUNTY UNIT.

**Equalizes Burdens and Advantages—Reduces Dissensions, and Conduces to Economy and Efficiency.**

(1) Equalizes educational opportunity by apportioning the funds of the county school district to each school according to its needs.

(2) Equalizes educational opportunity by providing a superintendent for the rural schools who is selected solely on the grounds of education, training, and successful experience.

(3) Equalizes educational opportunity by providing for efficient supervision of the rural schools.

(4) Guarantees to each child in the county school district that which rightfully belongs to him—an equal number of days' schooling with every other child.

(5) Equalizes the burden of school support by providing a uniform tax levy for the entire county school district. The big district and the little district, the rich land and the poor land, are all taxed uniformly.

(6) Abolishes the present system whereby, because of purely arbitrary boundary lines, a large and prosperous district with few pupils pays a small school tax while small and poor districts are compelled to pay a large tax.

(7) Favored districts which, under the present pernicious plan, escape with little or no taxation will be compelled to pay their just share for the support of the schools.

(8) Eliminates partisan politics and local residence in selecting the most important school official in the county—the county superintendent of schools.

(9) Favors the consolidated, graded, equipped, and supervised rural school.

(10) Permits the wholesale buying of school supplies and the elimination of expensive small-unit business transactions.

(11) Enables every county to establish and maintain a good system of schools.

(12) Stops forever the dispute about boundary lines and eliminates petty neighborhood dissensions.

(13) Provides for better teachers and a longer tenure. The average school director has no standards by which to judge the applicant for a teaching position.

(14) Produces a greater return for every dollar expended.

(15) Groups both the burden and advantages of education on a large scale and provides a comprehensive and efficient plan for the whole country.—*School Code Commission, State of Washington.*



## DEVELOPMENT OF EDUCATION IN CZECHOSLOVAKIA.

After the attainment of independence in 1918, it can be said that the Czechoslovak Republic adopted as its motto the statement of its President Masaryk, who in his book Concerning the Czech Problem had written, "The schools and their success must be the foremost and principal national and political responsibility. This is the bequest of Comenius."

The first task of the Czechoslovak school administration was to remove as quickly as possible all those wrongs which Austria-Hungary had designedly inflicted upon its late non-German and non-Magyar subjects in the matter of the schools, refusing them the establishment of most-needed schools for education in the mother tongue, yet, on the other hand, persistently establishing unnecessary German or Magyar schools whose purpose was not to serve education, but to be employed as a potent means of Germanizing and Magyarizing.

## Few Schools Employed Slovak Language.

This feudal, antiquated school policy of Austria-Hungary in double measure worked oppressively upon the country of Comenius. I shall cite but one illustration. In one year alone, in 1919, the Czechoslovak Republic had to establish in Bohemia, Moravia, and Silesia about 500 new elementary schools in order to free over 50,000 Czech children from German schools and for the first time to give them the opportunity to acquire an education in their mother tongue. In Slovakia, during the Magyar régime, the situation was so deplorable that for 2,000,000 Slovaks there were hardly 300 schools that employed Slovak languages. But, on the other hand, there were 3,000 Magyar schools; that is, 90 per cent of all the schools, though the Magyars form but 22 per cent of the population of Slovakia.

Still more notorious were the conditions in the secondary and higher schools. In Slovakia there was not a single Slovak secondary school, and the entire Czechoslovak nation had but a single university, which, of course, was insufficient to care for the great influx of students.

## Illiteracy Almost Effaced.

If under these prewar conditions so extremely unfavorable, through the untiring devotion of the whole nation, it became possible to efface illiteracy almost completely (there being 1½ per cent of illiterates) you can well imagine with what a sacred zeal the entire public, especially the working class, turned to the task of perfecting the schools, when for

the first time in 300 years the hoped-for opportunity arrived to create a free modern Czechoslovak school.

Without exaggeration, it can be said that in the building of the new State no branch received such intensive care and attention as the school system and popular education generally.

## Slovak Children Attend Slovak Schools.

The most striking evidence of this activity are the results attained in Slovakia, where there are now 2,600 Slovak popular schools and 50 secondary schools. Already at this early day all the Slovak children have the opportunity to attend Slovak schools. The revolutionary cultural significance of this reform is immeasurable.

In addition to this, the Czechoslovak school administration has similarly looked after the requirements of the youth of the other nationalities, which is evident from the fact that in place of the former 22 German schools in Slovakia there are now an additional 300 German schools, and to the former 10 Ruthenian schools there have been added 110 new popular schools.

## Rapid Extension of Educational Facilities.

In all there have been established in the whole of the Czechoslovak Republic during the two years of its existence over 4,000 new schools of various types, a remarkable extensive system of secondary schools, of vocational and technical schools, the lack of which formerly had been greatly felt. Two new universities have been established, one of them in Slovakia, besides a large number of the most important high technical schools, such as agricultural, veterinary, commercial, etc.

## A School Accessible to Every Child.

Endeavoring thus under the most adverse post-war conditions to fulfill with all the means in its power the basic pedagogical requirements of Comenius, that school education should be accessible to everyone, regardless of nationality, religious belief, sex, or wealth, and that in the mother tongue the Czechoslovak school administration has also extensively cared for the education of the masses through measures outside of the formal school system. It is firmly convinced that only through the most extensive democratization of education it will be possible to diffuse the principles of true democracy.—From "The Spirit of Jan Amos Comenius in the Education of the Czechoslovak Republic," by Dr. B. Stepanek.

EMPLOYMENT IN ALASKA  
MEDICAL SERVICE.

Missionary Spirit and Philanthropic  
Motives Specially Needed—Abundant  
Field for Usefulness to Fellow Men.

By the employment of physicians and nurses the Bureau of Education is doing what it can to check the ravages of tuberculosis and other diseases among the native races of Alaska.

For this work persons of good educational qualifications, successful experience, upright character, philanthropic motives, good judgment, and ability to do effective work under adverse conditions are especially desired. Most of the villages are remote from civilization; many of them have no regular mail service and communicate with the neighboring settlements and with the outside world only by occasional boats in summer and sleds in winter.

## Must Be General Sanitary Officer.

A physician in the Alaska medical service is required to supervise one of the small hospitals maintained by the Bureau of Education, or, under the direction of the district superintendent of schools, to make tours of inspection of the villages in his district, furnishing medical relief to the inhabitants, endeavoring to introduce and maintain sanitary conditions in the homes and villages and giving instructions to the teachers in the use of medicines and in the care of patients.

Nurses are required to assist the physicians in the care of the sick in the hospitals or native villages, to give instruction in hygiene, and to conduct physical exercises in the schoolrooms, and to visit the homes of the natives, instructing them in matters pertaining to health.

The cost of living varies with the location of the village and the tastes of the appointees. Persons actuated chiefly by financial motives are not desired. The salaries paid to physicians in the Alaska medical service range from \$1,800 to \$2,800 and the salaries of nurses from \$800 to \$1,400 per annum. The Bureau of Education usually pays the transportation of its appointees from Seattle, Wash., to their destinations in Alaska and the traveling expenses incurred by them in performing their official duties.

Persons desiring positions in the Alaska medical service are not required to pass an examination, but must make application upon the form prescribed by the Commissioner of Education.

## SHOULD ENROLL FIVE TIMES AS MANY.

**Kindergartens Not Practicable in Rural Communities — Enrollment 21 Per Cent of Those Who Should Attend.**

By NINA C. VANDEWALKER.

Only 10½ per cent of the children of kindergarten age in the United States are enrolled in kindergartens. Half the children of the country live on farms or in rural communities so scattered that the maintenance of kindergartens would be impracticable, and the 479,989 children who are enrolled constitute, therefore, a little more than a fifth of the number who ought to be in such schools.

### Kindergartens in 145 Michigan Communities.

If the States were ranked by the number of communities in which kindergartens are maintained, Michigan would be first, with 145; Wisconsin, second, with 122; New York, third, with 93. New Jersey has 87; California, 82; Iowa, 80; Nebraska, 66; Minnesota, 32; Massachusetts, 31; Illinois, 30; Connecticut, 27; Ohio, 26; Indiana, 24; Pennsylvania, 23. These figures were taken from Education Bulletin, 1920, No. 31, "A statistical survey of education in 1917-18," in which all the States are represented.

The number of communities having kindergartens is no real index of the strength of the movement in the different States, however, because of the difference in the size of communities. Maryland has but one city to its credit, but the kindergartens in Baltimore outnumber those in several States that have kindergartens in a number of cities. A better estimate is, therefore, obtained from the percentage of children of kindergarten age enrolled in kindergartens. The States that have 10 per cent and more are: California, 31.70; New York, 29.70; New Jersey, 29.07; Michigan, 28.22; Connecticut, 24.90; Wisconsin, 23.56; Rhode Island, 22.62; Illinois, 19.94; Colorado, 16.28; Massachusetts, 16.14; Minnesota, 14.35; Ohio, 13.73; Indiana, 12.07; Nebraska, 11.72; Missouri, 11.45.

### Kindergartens Require Legal Changes.

The variations shown by the States is not surprising in view of their differences in rank in other respects. Getting kindergartens into a school system has presented greater difficulties than procuring the adoption of other progressive features, because in most cases special legislation was required to make it possible. The school age had been fixed in most States before the kindergarten became

known. This is 6 years or more in 32 States, and in them the general school fund could not be used for the education of children below that age without legislation to that effect. Of the remaining States two have no limit for entering, three have a school age for entrance of 4 years, and the others of 5 years. Even in some of the States with low school ages for entrance there was need of legislation. To secure the legislation needed in the different States was, therefore, the first step in the effort to make the kindergarten a part of the school system.

### First Laws in New England.

The first kindergarten laws were enacted in 1886, in Connecticut and Vermont. By 1900 19 States and the District of Columbia had enacted similar ones. The fact that all but six of the States that needed such laws have passed them is no small tribute to the kindergarten. The six tardy States are Arkansas, Georgia, Maryland, Mississippi, New Mexico, and South Dakota.

The passage of kindergarten laws is necessary to the establishment of kindergartens, but by no means insures their establishment. Whether this follows the passage of a law depends largely upon the law. If it is permissive only and requires the support to come from a special tax levied for the purpose, not many kindergartens will be opened; if support from the general school fund is allowed, the results will be better.

### California Law Produces Best Results.

The law that has produced the best results is the "mandatory-on-petition" law passed in California in 1914. In the year following its passage 119 new kindergartens were opened. This result was due in part, however, to the efforts of an effective field worker. It is this law, without doubt, that has placed California in the front rank in kindergarten education. Its success has led Arizona, Maine, and Texas to pass similar laws, and Nevada, Washington, and North Dakota to enact those having some of its features. It is because the early laws were largely of the first type that the progress of the kindergarten was slow in the early years. Stimulated by the success of the California law, several States have recently secured better legislation. Connecticut, Illinois, New York, Pennsylvania, Utah, and Wisconsin now have mandatory-on-petition bills before their legislatures.

Many of these laws owe their passage in no small degree to the women of the country, who have indorsed the kindergarten from the beginning. In the early

years they formed associations for the promotion of kindergarten education in all the large cities of the country, and many a city owes its kindergartens to such effort. In New Jersey the women's clubs inaugurated the movement and supported kindergartens in several cities until school boards were ready to take them over. The California law was sponsored and its passage secured by the Congress of Mothers. Many additional instances could be cited.

### Kindergarten Embodies a New Conception.

The passage of the laws in question implies no small degree of educational intelligence on the part of the people. The kindergarten is intended to meet the educational needs of children below the customary school age. It illustrates a new type of education, one in which children's activities instead of books are the agencies employed. It embodies a new conception—that of education as a process of directed development instead of instruction in the 3 R's only. The passage of laws for the establishing of kindergartens, therefore, means that the people approve of giving children educational privileges before the customary age of 6, and that they understand and want the type of education which the kindergarten signifies instead of the traditional type still too largely in vogue. If the indorsement of the kindergarten as such includes the application of its principles to the grades that follow, the States that have indorsed them have adopted a program of educational progress that other States will do well to note and follow.

## TENANT FARMERS' MOVING AFFECTS SCHOOLS.

Moving day is an unlucky day for the rural schools in Georgia, where the population shifts so much that the condition is often a serious problem to the teachers. More than two-thirds of the farmers in Georgia are tenants, and they move on an average every two years. In 45 counties of the State 7 out of every 10 farms are cultivated by tenants. These people usually move about the middle of the school term, and in some communities the teachers teach almost a new school after the Christmas holidays.

Courses on pageantry, drama in the high school, drama for children, establishment and operation of a little theater, dancing and rhythm, costuming and make-up, puppets and pantomime, stagecraft, drama in the church and Sunday school, drama activities for employees, and kindred subjects are offered by the Drama League of America in its second institute in Chicago, August 15 to 27.



## NEW LAWS RELATING TO EDUCATION.

### Important Enactments of Recent Legislatures Reported by State Departments of Education.

By WILLIAM R. HOOD.

#### ARKANSAS.

1. An appropriation of \$13,000 was made for the biennial term, to be used by the State illiteracy commission in reducing or eradicating illiteracy in the State.

2. A department of free library service was created in the State department of education. No appropriation was made to purchase additional books nor to defray the expenses.

3. Sheriffs or tax collectors must collect voluntary school taxes when the people of any district sign voluntary school-tax pledges. A few counties were exempted from the provisions of this act.

4. The county board of education act was amended to remedy some of its defects. County boards were given additional power in the matter of salaries to be paid to county superintendents. The State is authorized to pay \$1,500 annually as the State's part of the county superintendent's salary in each county, or so much as may be available from a levy of 0.18 of a mill. No funds will be available from this source until July 1, 1922.

5. Substantial increases were given to the various educational institutions of the State.

6. The State textbook law was amended so that the next State adoption of textbooks may be made at an earlier date. The textbook publishers securing contracts under the adoption will be required to maintain a central school book depository at Little Rock.

7. The following is the total State tax levied for educational purposes:

	Mills.
Common-school fund .....	3.00
Confederate pensions .....	2.00
Vocational education .....	.20
State normal school .....	.20
Branch normal college .....	.12
Interest sinking fund .....	.20
University of Arkansas .....	1.00
Charitable institutions .....	1.20
Agricultural schools .....	.60
County superintendents' fund .....	.18

#### NEW MEXICO.

1. Fixing the salaries of rural-school teachers. Third-grade teachers shall re-

ceive a maximum of \$540; second grade, \$900.

2. Requiring State educational and other institutions to prepare annual budgets and to provide for the control of expenditures in accordance therewith.

3. Providing for the appointment of indigent students to various State educational institutions and making appropriations for their expenses; provides scholarships of \$100 each.

4. Accepting the provisions of the act of Congress providing Federal aid for the rehabilitation of persons disabled in industry.

5. Creating a State educational auditor and providing for the control of levies and funds of State educational institutions.

6. Regulating the employment and hours of labor of children.

#### NORTH DAKOTA.

1. Makes November 11, Armistice Day, a legal holiday.

2. Limits tax levied by school districts to 30 per cent in excess of the average levied by the district for the years 1918, 1919, 1920. The levy may be increased 25 per cent by a majority vote of people.

3. Provides for the appointment by county superintendent of an office deputy in counties having 50 or more teachers under supervision of such superintendent. Also provides for the appointment of a field deputy in any county having 100 or more teachers under supervision of county superintendent and one additional field deputy for each additional 150 teachers or major fraction thereof.

4. Creates a children's code commission to study social conditions relating to the welfare of children in the State and to recommend such laws as they deem proper.

5. Provides for the payment of tuition in high-school departments of standardized graded and standardized high schools receiving State aid. District where pupil resides must pay the tuition, which must not exceed \$6 per month.

6. Creates a students' loaning fund in State normal schools. The board of administration makes the loans, which must not exceed \$25 per month to any

one student, nor in the aggregate \$300 to any one individual.

#### By Public Conveyance or Otherwise.

7. Amends existing laws providing for transportation of pupils. Hereafter the school board may submit to the voters of the district the question whether transportation shall be by public conveyance or otherwise; transportation shall be by public conveyance unless two-thirds of the votes cast at an election held for that purpose are opposed to such mode of transportation.

8. Authorizes the State normal schools to offer courses extending four years beyond the regular high-school course, and to confer the degree of bachelor of arts in education.

9. Requires that all persons contracting to teach in any public school in North Dakota be citizens of the United States or shall have declared their intention to become citizens.

10. Accepts the benefits of an act of Congress which provides for the vocational rehabilitation of persons disabled in civil employment.

#### Teachers Qualifications and Salaries.

11. After August 31, 1923, all teachers must be at least high-school graduates. After August 31, 1922, any person employed as a teacher in the State who has less training than an approved four-year high-school course shall receive a salary of not less than \$80 a month. A teacher who has completed at least a four-year high-school course shall receive at least \$90 per month. Teachers who are high-school graduates and have completed the elementary course in an approved normal school shall receive at least \$1,000 per year. A teacher who has completed a course of at least two years beyond the four-year high school in an approved normal school, or who holds a second-grade professional certificate, valid for life, shall receive at least \$1,100 per year. A teacher who has completed, in addition to the four-year high school, three years of training in an approved normal school or other high educational institution, or who holds a first-grade professional certificate, valid for life, shall receive a minimum of \$1,200 per year. A teacher who has completed, in addition to the four-year high-school course, four years of work in an approved standard university or college and has received the bachelor degree shall receive at least \$1,300 per year. Not less than \$50 per year shall be added for each year of service in the profession of teaching for a period not to exceed five years. The

(Continued on page 10.)

## SCHOOL LIFE

Issued by the Department of the Interior,  
Bureau of Education.

Editor, JAMES C. BOYKIN.

TERMS.—Subscription, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to presidents of universities and colleges, State, city, and county superintendents, principals of normal schools and of high schools, and a few other administrative school officers.

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MAY 1, 1921.

### CURB EXTRAVAGANCE IN UNIVERSITY STUDENTS.

Prodigal sons among the students at the University of Oklahoma will not waste their substance living riotously if the wishes of the university's president, Stratton D. Brooks, are carried out. President Brooks, in a general letter to parents, requests that no student be permitted to have an automobile at the university; that spending money be limited to \$5 a week above the necessary cost of board, room, laboratory fees, and books; and that the students be encouraged to avoid expensive clothes.

Fathers and mothers are requested to ask for their children's monthly report of progress and to correspond with the pastor of the church they attend. In short, parents should take more interest in their sons and daughters, even though they are nearly men and women.

### IMMIGRANT EDUCATION EFFORTS ARE COORDINATED.

Promotion and stimulation of immigrant education is the purpose of the New York City Council on Immigrant Education organized recently. The council is composed of about 200 public and private agencies in New York interested in immigrant education. The outline of organization defines immigrant education as "sympathetic instruction of the immigrant to the end that better citizenship and an active and intelligent participation in American life may be achieved."

An executive committee of 20 members has been elected, representing four groups, namely, employers' and business interests, publications and research, public agencies, and welfare organizations and settlement houses. This committee will choose 5 additional members to be selected on the basis of their representation of the various immigrant groups in New York City.

### BUILDING PROGRAM FOR NEW YORK CITY.

A building program designed to provide a seat for every school child now on part time in New York City is contemplated by the board of education of that city. The board recently presented to the board of estimate a plan for the erection of 47 new elementary-school buildings and additions, 26 new portable buildings for elementary schools, 6 new high-school buildings and an addition to 1 other, one new training school for teachers, and a new parental school, the purchase of a new vocational-school building, the improvement of playgrounds, and fire protection.

The total amount of the request of the board of education to carry out this scheme is \$63,110,624, and of this amount \$19,249,600 is recommended for Brooklyn, or 31 per cent of the total. The total number of sittings to be provided in the entire city if the full amount requested is granted will be 83,580 and Brooklyn is to receive 36,920 of this total.

### TRAVELING TEACHERS AID NEGRO SCHOOLS.

The Jeanes Fund, for the improvement of Negro rural schools, cooperated during the session ending June 30, 1920, with public-school superintendents in 213 counties in 14 States.

Two hundred and twenty-one supervising teachers, paid partly by the counties and partly through the Jeanes Fund, visited regularly 5,739 country schools in these counties. Salaries paid to them amounted to \$95,042, of which the public-school authorities paid \$44,508 and the Jeanes Fund \$50,534.

These traveling teachers work under the direction of the county superintendent, and it is their duty to help and encourage the rural teachers; to introduce into the small country schools simple home industries; to give talks and lessons on sanitation, cleanliness, etc.; to promote the improvement of school-houses and school grounds; and to organize clubs for the betterment of the school and the neighborhood.

### COLLEGE COURSE IN RETAIL MERCANTILE BUSINESS.

Merchants of Syracuse have offered their cooperation to Syracuse University in aiding the advanced students in research work. One of the courses offered by that university for the first time this year deals with retail mercantile business. The new course will undertake to

work out a plan for a model retail store, with the aim of encouraging students to strive for perfection in the retail profession. A marked practical value will be given the course by lectures by local retail merchants and their expert assistants. As far as possible students will be employed for part time in retail stores. Considerable attention will be given to retail salesmanship, problems of buying, stock keeping, accounts and records, advertising, display and equipment, personnel, and various forms of executive work.

### AIDS 140 COUNTY TRAINING SCHOOLS.

County training schools are aided by the John F. Slater Fund in 140 counties of the Southern States.

This work began in 1912, when four county training schools were aided at the request of the respective county superintendents. The plan has met with general approval.

The State board appropriates \$500 a year to each school for salaries of teachers under the following conditions:

1. The school property shall belong to the State, county, or district, and the school shall be a part of the public-school system.
2. There shall be an appropriation for salaries of not less than \$750 from public funds raised by State, County, or district taxation.
3. The teaching shall extend through the eighth year, with the intention of adding at least two years as soon as it shall be possible to make such extension.

### SCHOLARSHIP FOR RURAL SCHOOL-TEACHERS.

A scholarship worth \$200 is offered to rural school-teachers by the American Country Life Association, of which Kenyon L. Butterfield, of Amherst, Mass., is president.

The scholarship will be given to the rural school-teacher who contributes the best article of less than 2,500 words describing effective work done by the writer in making the elementary school a vital factor in meeting the needs of American country life. The article may be a story of the adaptation of the curriculum, the development of community work, or the establishment of a closer relation between the school and the community.

Articles must be delivered to the president of the association not later than August 15, 1921.

Swimming is now a required course at Radcliffe, where each girl must qualify in a swimming test before her senior year.



## REORGANIZING RURAL COMMUNITIES IN COLORADO.

### One-Third of Weld County in Consolidated School Districts—Eighty Pioneer Buildings Abandoned.

Weld is the banner consolidated school county of Colorado and it is one of the leaders of the United States. It has 23 consolidated schools. The first consolidated school in the county was dedicated in 1914 at Fort Lupton, so the movement here is only six years old. It took four years to get the first half dozen, but in the past two years the increase has been rapid.

Eighty old schoolhouses, each suggesting pioneer days, have already been abandoned and 20 modern ones have taken their places. Several more will follow in the same 23 districts as soon as pending building operations are completed.

Attendance, 90 Per Cent; Was. 54.

More than 5,600 children now attend consolidated schools in this county and 782 of them are in high schools. The average daily attendance in the 23 schools for the first 3 months of this school year was 90 per cent of the enrollment. In the eight years before consolidation all the rural schools of the county showed the average daily attendance to be but 54 per cent. More than 200 teachers are employed in these schools, 73 being high-school teachers; 2,613 children are transported daily in 77 auto busses, some busses carrying from 50 to 60 children each. The investment in new buildings and equipment is \$1,052,500. This is an average of \$1,875 for each pupil enrolled. Compare this with the investment in the 80 abandoned schools.

The combined assessed valuation of these 23 consolidated districts is \$39,280,590, which is approximately one-third of the valuation of the county. One thousand three hundred and sixteen square miles of territory are included within these districts, and this is approximately one-third the area of the county.

#### Consolidation Brought Modern Facilities.

The consolidation movement has brought modern school facilities and has equalized the educational opportunities for the school children. Better trained and more experienced teachers are employed, and agriculture, practical farm shop courses, courses in home making, and other studies that relate to rural life find a place in the curriculum with the so-called traditional subjects.

The beneficent effects are not limited to the children alone, for the new schools afford a common meeting place for both old and young. Each building has a commodious auditorium that is used for school entertainments, musicals, lecture courses, farmers' meetings, and political meetings, and in some cases for Sunday school and church services.—C. G. Sargent, *Colorado Agricultural College*.

Correspondence lessons are given to 500 lieutenants of the Quartermaster Reserve Corps. The first Army correspondence school has just opened, holding two classes a year, each with a series of 10 lessons. The students will be taught Army methods of supply, transportation, construction, and administration.

## SCHOOL RECORD OF HOME GARDEN PROJECTS.

### Rural Schools of Cook County, Ill., Display Charts Showing Results of Pupils' Agricultural Work.

Some weeks ago I saw in one of the small rural schools of Cook County, Ill., a chart giving the names of some children in the school who cultivated gardens through the year, with the amount of ground, income, expenses, and net profits produced, as well as the character of the crop produced. I asked for a copy of it. Here it is. The educational and economic value of this kind of work is very evident. This is typical of the county. I believe all schools in the county have something of this kind.—P. P. Claxton.

Record of project work of District III, Cook County, Ill.

Project member's name.	Crop.	Size of plot.	Income.	Expense.	Profit.
		Square rods.			
Parmie Guadagni.....	Tomatoes.....	40	\$150.10	\$6.25	\$152.85
Jake Slager.....	Parsley.....	163	75.00	14.25	60.75
John Van Dyke.....	Onions.....	20	67.50	10.00	57.50
Thomas Van Dyke.....	Tomatoes.....	20	82.50	15.25	67.25
Tillie Guadagni.....	Onions.....	40	222.10	7.50	214.60
Grace Slager.....	do.....	10	75.00	11.25	63.75
Gertrude Slager.....	Tomatoes.....	10	101.60	12.50	89.10
Rose Aevermann.....	Cabbage.....	20	75.00	13.50	62.50
Anna Graefen.....	Onions.....	114	48.75	4.50	44.25
Effie Kampenga.....	Corn.....	40	75.00	10.50	64.50
Albert Graefen.....	Squash.....	114	25.00	3.50	21.50
Henry Knol.....	Onions.....	20	51.40	4.00	47.40
Mary Rot.....	do.....	40	57.50	6.00	51.50
Rena Kampenga.....	do.....	40	75.00	10.50	64.50
Theo. Kampenga.....	Tomatoes.....	40	75.00	10.50	64.50
Elmer Aevermann.....	Onions.....	20	75.50	13.50	62.00
Grace Rot.....	Sweet corn.....	40	20.00	7.18	12.82
Elsie Zander.....	Tomatoes.....	15	28.60	7.18	21.42
Lydia Roepke.....	do.....	20	50.00	11.00	39.00
Hazel Buecker.....	11 ducks.....		22.50	5.25	17.25
William Bulow.....	5 turkeys.....		20.00	6.00	14.00
Anna Graefen.....	1 pig.....		30.00	10.00	20.00
Alberta Graefen.....	do.....		30.00	8.00	22.00
Irvin Bulow.....	1 calf.....				

## BLIND CHILDREN ATTEND REGULAR SCHOOLS.

### Are Better Prepared to Live With Other People—Eleven Cities Adopt Plan.

Blind children may live at home and receive their education along with sighted pupils at day schools in many cities. This plan was first tried in Chicago, at the suggestion of Frank H. Hall, who had been a superintendent of schools for sighted children and later superintendent of the Illinois Institution for the Blind. It was inaugurated by John B. Curtis, a blind man, following the advice of Mr. Hall. The advocates of the system believe that in learning to live with other people the blind child is gaining a preparation for life that he could not get in an institution.

Eleven large cities of the country have followed the example of Chicago, and together they are training 321 children. In the order in which the cities adopted this method, they are: Chicago (1900), Cincinnati (1905), Milwaukee (1907), New York (1909), Cleveland (1909), Racine (1909), Newark (1910), Jersey City (1910), Detroit (1912), Toledo (1915), Los Angeles (1917), New Orleans (1918).

Two congenitally blind pupils have been attending the South Side High School, Newark, N. J. One of them was graduated in January, 1921, and is now attending the junior college. The other is still in the high school. Miss Janet G. Paterson, head teacher for the blind in the Newark schools, has been and is still changing their lessons into Braille and giving them assistance. The quality of the work done by these students is above the average for sighted pupils.

## NOTES ON EDUCATION IN FINLAND.

By P. H. PEARSON.

Finland has had a compulsory attendance law for years, but it has not been enforced. The Riksdag of 1920 made provision for the enforcement of this law. It will require the building and maintaining of many schools in sparsely settled districts and will entail great expense.

Until 1917 the folk schools of Finland consisted of a six-year course for the city schools and a four-year course for the country schools. In the rural districts the children were supposed to receive their early training either in the home or in the church schools—a supposition that was only partly realized.

From 1917 on the number of folk schools has steadily increased under State control and subvention. Church schools have likewise been placed under State patronage. There are now about 600 permanent church schools supported by the State and about 1,200 ambulatory elementary schools.

There is a movement in Finland for a more practical direction for the schools, but up to now it has been realized only in a practical experimental school in Helsingfors. Ambitious and forward-looking plans for a general realization of the idea are before the Riksdag. These plans exclude from the courses what Finnish leaders call "dead material," and include such practical subjects as applied hygiene, domestic science, housewifery, school gardening, and field tillage. The aim is to meet actual needs of life, to bring the home and the school into cooperation.

The first public training school for folk-school teachers was established in 1918. It had a two-year course. Two private institutions were taken over by the State and reorganized as normal colleges.

The study of Russian became obligatory in the schools for the training of teachers for the higher schools in 1916, and the courses of those institutions were lengthened to five years. After the Russian revolution the study of Russian was discontinued, but the five-year course remained. In 1920 one of these seminaries adopted a three-year course for women teachers who had passed the middle school examination.

Important changes in the training of teachers are planned. A committee on

new arrangements proposes three types of seminaries, having courses as follows: (1) One of six years, continuing from the middle school; (2) one of two years, continuing from the finals of the gymnasium; (3) a three-year course for primary teachers.

The advanced schools were reorganized in 1914. The course had covered 8 years, which, with the primary course of 4 years made a total of 12 years' preparation for entrance to the universities, as in Sweden and Germany. During the long course of eight years many pupils dropped out. It was feared that efforts to keep them to the finals would foster a university proletariat and at the same time rob the practical callings of desirable reinforcement. Therefore the course was divided into two parts—an intermediate school of five years and a gymnasium of three years. The girls' schools of the same class were reorganized so as to have a six-year course.

In 1910 Finland had 51 of these higher schools, with about 10,650 pupils. Ten years later there were 65 such schools, with about 14,500 pupils. During the same period the private schools of this class increased from 87, with 12,800 pupils, to 103, with 16,800 pupils. Most of these private schools are coeducational. The State schools also are one by one adopting coeducation.

The agricultural gymnasium is a new type of school which has risen during the past few years. This continues from the middle school, and its three-year course prepares its pupils to enter the department of agricultural economics at the university. There are now six schools of this kind in Finland.

The unity-school problem, which in other countries has produced interminable discussion, has led to action in Finland. A "unity-school committee" was appointed in 1919. The same year two schools, one for boys and one for girls, were opened as an experiment. The foundation of these was the completed folk-school course of six years, and then came a three-year middle-school course, leading to a three-year gymnasium.

The Danish folk high schools transplanted into Finland are developing dis-

tinct features of their own. They have assumed a religious character, with a tendency to divide on denominational lines. Unlike the schools of Denmark, they are coeducational. The State aids them with a handsome subvention. The budget of 1920 gave them 2,320,000 marks, ten times the sum they received a decade ago. Finland, having escaped from the heavy hand of Russia, aims at great things through her schools.

## COMMODIOUS TEACHERAGE IN MINING TOWN.

"Davis Hall," in Williamson, W. Va., is the first teacherage in that State. Williamson is the center of a coal-mining district, and for the past four or five years living conditions have been such that it was almost impossible for new teachers to find suitable places to live. So, under the direction of the board of education, Supt. A. C. Davis worked out a plan of a home in which all the teachers who desired it might be accommodated.

A newly constructed building was leased, and during March 30 teachers moved in. They include nearly all the teachers from out of town, and they find the accommodations far better than they had previously been able to obtain.

The building is of three stories. A kitchen and dining room have been provided on the third floor and reception rooms have been arranged on the second floor. An experienced dormitory manager has been secured, and the house will be entirely self-supporting.

It is expected that a building will be erected by the board of education within a few years to replace the leased building now occupied.

## NEW LAWS RELATING TO EDUCATION.

(Continued from page 7.)

county superintendent of schools and school boards are made responsible for carrying into effect the provisions of this law.

12. No county superintendent of schools shall receive less than \$1,500 per year. In counties having a population between 6,000 and 7,000 the salary of the county superintendent shall be \$1,700 per year; between 7,000 and 8,000 population, \$1,800 per year; in all counties having a population in excess of 8,000 there shall be additional compensation of \$40 for each 1,000 of additional population and major fraction thereof, with a maximum of \$3,000 per year.

13. Rate of interest on school district bonds shall not exceed 7 per cent.



**DAYLIGHT IN THE SCHOOLROOM.***(Continued from page 2.)*

a curtain may be placed below the top of the window will depend partly on the extension of the lintel outward from the plane in which the curtain hangs, partly on the width of the room, and partly on the use made of that side of the room on which the sunshine, coming in above the shade, will fall.

**Lighting the Ceiling.**

The weakest point in utilizing daylight for the schoolroom is in the failure to light the ceiling, whence the light could be diffused in the normal direction downward upon the scholar's work. This can only be done by reflection. Occasionally reflectors placed outside the building have been used to illuminate rooms by reflecting the light of the sky, obtained through a light well in the midst of closely crowded buildings.

Schoolrooms should never have such meager access to daylight, but a highly polished inside shutter placed horizontally can be used to reflect light on the ceiling and at the same time prevent it from falling on the floor, where it tends to dazzle the eyes directed downward in performing school tasks. Such a shutter should be fastened in place with a hinge that will allow it to be inclined at different angles to meet the differences in the inclinations of the sun's rays at different times in the year. It should extend beyond the sides of the window, so as to catch light that would reach the floor when the sun falls obliquely from the right or left of the window. Where the light is admitted through a series of windows placed close together the shutter should be continuous across the whole series. It should generally be about as wide as the distance it is placed below the top of the window—2 or 3 feet. More than one shutter can be used, placed at different heights before the window, in which case the width should equal the interval between them. Such horizontal shutters will be useful chiefly on windows that receive the direct light from the sun during school hours, but in some cases such a shutter that has a good reflecting surface will materially improve the lighting of the dark parts of the room by reflecting on the ceiling only the light of an unobscured north sky.

**Reflecting Shutters Outside the Windows.**

For those buildings so placed that it is impossible to get sufficient clear sky space to furnish light through a lateral window, a reflecting shutter, placed outside the window so as to reflect light from the sky above upon the ceiling, may be the only practical method of illumination. Such a reflector may be made of

milk glass or frosted or fluted glass. It should be hinged like an inside horizontal shutter to adjust to different angles—especially if the exposure is one where the direction of strong light will vary at different hours of the day.

**Light from Any Quarter.**

Much has been written with regard to having a north light, of having the light come from but one side of the room, and of having it fall over the pupil's left shoulder. Sometimes the south exposure of a school building has been left a blank wall, wasting the opportunity for flooding a room or series of rooms with the light that was badly needed in them. Cohn declared his preference for a southern exposure. Risely has done the same, and has given reasons for his preference: "My own preference is, nevertheless, for rooms having an eastern, southern, and western exposure, so that at some time during each day they shall be bathed in a flood of sunshine." "The greater cheerfulness and warmth of sun-bathed rooms and their comparative healthfulness are not open to question." "It should be remembered also that, other things being equal, the light is better on the south side."

**Practices of Doubtful Wisdom.**

When the windows are placed high enough and furnished with the proper arrangement of shades or horizontal shutters, the light may be admitted from north, east, south, or west, or from all four quarters, and is better admitted on two or more sides of the room. Under the less suitable arrangements that are still common it has often been necessary, in order to save the scholars from facing the light, to compel the teacher to face it a large part of the time. In order that right-handed children should have the light coming over the left shoulder, the direction favorable for their writing, the left-handed children had the shadow of the hand thrown over the pen point, the most unfavorable position for them, and the blackboard and wall charts often had to be placed in unfavorable position or inconveniently crowded on the only side of the room available for them.

When the windows are placed high enough, they do not shine unpleasantly in the eyes of pupils or teacher facing that side of the room. The natural arrangement of brows and lashes and the inclination of the head effectively protects the eyes from unpleasant glare. Where the light comes in on two or three sides of the room, blackboards and charts may be placed below the window on sides opposite other windows and will receive an excellent illumination, while throwing all reflections from their polished sur-

faces down toward the floor instead of in the eyes looking at them.

One further factor in the lighting of the room is the color and tint of its walls. The predominance of lighting from above is materially increased by having everything above the level of the eyes in as light a tint as possible, either white or light yellowish or greenish in color. Below the level of the eyes, walls, floor, and seats should be relatively dark and the surfaces not so highly polished as to give regular reflections that will be annoying.

**Instances of Proper Arrangement.**

Where the room can be lighted from only one side it will always be best to have the length of the room parallel to the wall with the windows in it and its breadth limited according to the height of the ceiling. Thus, with a 12-foot ceiling the room should not be over 18 feet wide. The windows should begin at 6½ or 7 feet from the floor and extend to as near to the ceiling as possible, and should take up as nearly the whole length of the one side of the room as is compatible with the proper strength of the building.

It is assumed that through such windows nothing will be visible except the clear sky from every part of the room where anything is placed that has to be looked at. If these windows open to the south, or to the east, or west, where the sun is liable to shine in during school hours, they must be furnished with light shades than can be used to intercept and diffuse the direct sunlight and drawn up entirely out of the way when the sun is not shining on that window. The matter of dark shades, to be drawn up from the bottom, is less important. If the bottom of the window is as high from the floor as mentioned it will cause little annoyance even when entirely unshaded. A room with 15-foot ceiling may be 20 to 25 feet wide and the bottom of the windows placed 7 or 8 feet from the floor.

**Ideal is Diffuse Sky Light.**

If there are windows on both sides of the room, all having the proper outlook, it may be wider—30 feet for the 12-foot ceiling or 40 feet for the 15-foot ceiling. Light from one or both ends of the room, through windows of the proper height, cuts out some shadows and gives a more uniformly diffuse illumination, more nearly approaching the ideal of diffuse light from the sky.

Excellent illumination can be secured by extremely simple means if only the importance of having the light come from above is properly appreciated. In Pueblo, Colo., are two small one-room school buildings, built upon a plan devised by

Dr. R. W. Corwin, of that city, in which the rooms are as well lighted as any schoolrooms we have ever seen. Teacher or scholar may stand in any part of the room and look in any direction without encountering the slightest unpleasant glare and with adequate light on everything to be looked at. Except the door space and the small windows, placed low, to look out from, every foot of wall space below the main windows is available for blackboards and charts, which are better lighted than is possible in most schoolrooms. The upper 3 feet of wall space on three sides is utilized for windows, each of which is hung like a transom so that it can be opened for ventilation. On the two sides where the direct sunlight can fall on the windows a part of the day, the glass is "frosted"; on the north side it is left clear. The frosted glass cuts down the illumination somewhat on cloudy days, and to this extent is inferior to light shades that could be drawn out of the way when the sun is not shining. But in spite of this, the light secured is far superior to that available in most schoolrooms. A point that should appeal to school authorities and taxpayers is that these "unit schoolhouses" cost, per scholar accommodated, less than half what such rooms cost in a grammar-school building built upon the usual plans in the same city at practically the same time.

#### Essentials are Few and Simple.

The essentials for good daylight illumination of schoolrooms are few and simple.

1. The selection of a site and plans such that neighboring trees or buildings shall in no case rise more than 15° above the horizontal plane of the bottom of the windows. Large trees, so close to the walls that they can be trimmed up to clear an angle of 60° with the horizon, may be permitted in warm climates, where it is important to keep down heat.

2. Placing the windows high enough to permit light from them to fall at an angle of 15° to 40° in the part of the room most distant from them, shutting off all glare of light below 15°, and placing such windows on all sides of the room available, and especially to the south, where the most light is obtainable.

#### Dark Shades Only at Bottom.

3. Controlling direct sunlight by light shades that will intercept and diffuse it, and drawn out of the way when not needed for this purpose. Placing all dark shades at the bottom of the window, and drawing them up only as needed to raise the level below which glare is excluded from the eyes. Using polished shutters that swing on a hori-

zontal axis to reflect light on the ceiling when obstructions to clear sky render this help necessary.

EDWARD JACKSON, M. D.,  
Chairman, Denver, Colo.

KATHERINE D. BLAKE,  
Principal Public School 6, Manhattan,  
New York City.

JOHN F. KEATING,  
Superintendent Public Schools, Pueblo,  
Colo.

### RECLASSIFIED SCHOOL MAKING GOOD PROGRESS.

#### Principal of School Describes Result of Changes Made at Beginning of School Year.

Reorganization of the William T. Harris School (P. S. No. 11), Manhattan, New York City, on the basis of mental tests was described in *SCHOOL LIFE* of February 1.

In a group of 743 boys it was found that 172 were supernormal, 143 were normal, and 428 were subnormal. The school was reclassified accordingly.

A letter recently received from Benjamin B. Greenberg, principal of the school, indicates that the results of that action are wholly satisfactory.

The class of gifted children began in September with 2 in grade 4B, 2 in grade 5A, 8 in grade 5B, 6 in grade 6A, 8 in grade 6B. The advancement has been such that now 13 are in grade 7A, 7 in grade 6B, and 5 in grade 5B. The curriculum for them was greatly enriched, and 12 excursions have been arranged in school hours to supplement the class exercises in geography, history, English, arithmetic, and nature study.

In four subnormal classes instruction is presented to the boys individually, and special abilities and disabilities are recognized. Careful physical examinations are given and followed up with parental cooperation. Community societies lend their assistance.

A class for defectives is doing work of high order in developing social responsibilities in the minds of the children.

Normal boys, I. Q., 90 to 115, are proceeding in the accustomed way, but special stress is laid upon the development of character and citizenship as a preparation for active participation in the work of the community.

Thirty San Francisco teachers have registered with the University of California to study the junior high school as an administrative unit in the school system.

### INDUSTRIAL EDUCATION SURVEY OF CHARLESTON.

#### "Contact with the Job" During Training is Recommended—Labor-Saving Devices in Households.

A survey of industrial education in Charleston, S. C., has been made by Carleton B. Gibson, who was a pioneer in the South in industrial education. In the report are included recommendations to improve not only the preparation for the trades, but also for business occupations and household work.

Recommendations of the survey include: Evening vocational school classes for apprentices and journeymen; part-time vocational schools for operatives; evening vocational classes for girls and women; introduction of day vocational school work; centralization of evening school work; appointment of a vocational school director, an industrial coordinator for the schools and the industries, and an advisory committee for vocational evening schools.

Business preparation, according to the Survey, would be improved by (1) training for retail selling, advertising, business organization, and procedure; (2) opportunity for "contact with the job" during the school course; (3) better relation between the courses of study and the actual duties of the position for which the student is being trained, and also for the promotional positions to which he may advance; (4) organization of courses on the unit plan, so that a student forced to leave school after the first year will be prepared for certain types of business positions; (5) fitting of the job to the preparation, thus encouraging sticking to the job; (6) training for a sufficient time to insure thoroughness; (7) job-improvement classes for workers; (8) improvement in academic work; (9) courses in the preparation of foreign trade personnel; (10) conformity of instruction to actual business problems; (11) broadening of the commercial curriculum to include training for the major business callings of the community and to provide proper physical education, ability to discharge the obligations of citizenship, and an appreciation of the fine arts.

Some of the recommendations concerning housekeeping were: More general use of labor-saving devices, thus adapting housekeepers to the servant shortage; specific training for high-school and industrial-school girls in planning meals, budgeting incomes, marketing, the use of labor-saving devices, interior home arrangement, and household management; training of adult women in afternoon and evening classes.



## OPPORTUNITIES OF TEACHING.

(Continued from page 1.)

to much higher figures. I mention these not because they are by any means the most vital factors in choosing a profession, but because they are very apt to be the first consideration of a young man who has to make his way in life. The work itself is far greater than any other.

### Not an Occupation, but a Passion.

I will take as my text of the teacher's work the beautiful tribute to the teacher by Prof. William Lyon Phelps, of Yale:

"I do not know that I could make entirely clear to an outsider the pleasure I have in teaching. I would rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle; it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his distance from the ideal. But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect and every professional poet strives toward perfection. For the chief difference between the ambition of an artist and the ambition of a money-maker, both natural and honorable ambitions, is that the money-maker is after the practical reward of his toil, while the artist wants the inner satisfaction that accompanies mastery."

### No Greater Work in Our Country.

Certainly no one who has the enthusiasm of Prof. Phelps for his life profession can feel that he has made a mistake, no matter what the emolument may be. I can conceive of no greater work in our country than that of the teachers in the public schools, especially in the classrooms in congested New York City, making good American citizens of the foreigners and sons of foreigners who come in droves to them. Is there any bigger work for an educated American citizen than this?

There is a special purpose in writing thus. We need more men in our elementary and high schools, but especially in our elementary schools. Many of us are graduates of public schools. If we recall our school experiences, we shall agree that the influence of a man teacher, if he was the right kind of man, in the higher grades of the elementary school was far more potent in molding

our character than the influence of any woman, no matter how efficient she might have been as a teacher.

No one can pay a higher tribute to the woman teachers in our schools than I, for I have been principal of three schools and superintendent of six districts, with the supervision of more than 2,000 women teachers, but I always like to see a man teaching boys in the seventh and eighth year grades. Just a few blocks from me is one of my schools. The principal is a woman of ability. It is a full-graded public school, sending boys of 13 to 15 years of age to high school. There is not one man teacher in that school, and excellent as is the work of the women in the higher grades of this school, I believe that with these boys their elementary education would be far better completed if we had several men in the final years of the school.

### Wealth Lies in Character of Citizens.

In respect to the results accomplished by members of different professions, I think most people will readily agree that, with the exception of the ministers of God, the teacher's work is preeminent. The judge may decide great causes, the doctor may build up the shattered physical being, the engineer may plan great buildings and bridges and railroads, but all these would be of slight avail if the teacher did not build up an intelligent citizenry. The wealth of our city is not its buildings or its bridges or its courts or its hospitals. It depends on the character of its citizens; and who more than anybody else trains our future citizens? It is the teacher and, above all, it is the teacher of the public schools. This is always true, but it is a truth more evident in times of stress and danger. During the late war millions of young men volunteered or were drafted who had received their first lessons in patriotism and their first training in discipline in the classrooms of the Nation.

### Best School Product is Patriotic Citizenry.

If the work of the teacher is well done, the product of the school should be an intelligent and patriotic citizenry. This will always be true in our Republic. The success of our Government depends upon the success of the teaching in the schools of the country. But even without considering our civic life, how vital to the success of the individual is the training given him by his teacher, and the pride that a teacher has in the quality of his work is greater than the pride of any other professional in his achievements.

No one has expressed this thought more beautifully than H. G. Wells in

his story of a teacher, "The Undying Fire." I shall quote just a few sentences from that book.

"What is the task of the teacher in the world? It is the greatest of all human tasks. It is to insure that man—Man the Divine—grows in the souls of men. We can open his eyes to the past and to the future and to the undying life of man. So through us, and through us only, he escapes from death and futility."

### Education Releases from Base Things.

And how splendidly he expresses the pride of the real teacher when he says again:

"For five and twenty years I have been giving sight to the blind; I have given understanding to some thousands of boys. My boys have learned the history of mankind so that it has become their own adventure; they have learned geography so that the world is their possession. I have taught languages to make the past live again in their minds and to be windows upon the souls of alien peoples. I have had dull boys and intractable boys, but nearly all have gone into the world gentlemen, broad-minded, good-mannered, and understanding, and unselfish, masters of self, servants of man, because the whole scheme of their education has been to release them from base and narrow things."

### Teachers Are Well Informed.

As to the general culture, the school-teacher is usually far better informed on general literature, politics, and science than the average lawyer or doctor. He is generally better able to hold his own in a discussion of these subjects than a member of any of the other professions. Perhaps his experience in classrooms, the necessity for presenting in the clearest way his points to pupils and students, are shown in his public discussions. I would sooner listen to the teacher at a public meeting where matters of general public interest are discussed than to the member of any other profession.

In New York City, and perhaps the same is true of most of the cities of our country, merit plays the most important part in the appointment and promotion of the teacher. In the old days in New York City the important factor in appointments was politics, whether civic, social, or religious. But to-day once the young man or woman passes the examination and is placed on the eligible list for appointment, it is unnecessary for him or her to do anything further. When the name is reached the person

is appointed. So, for all promotions up to and including that of principal.

The successful teachers who have also the ambitions of the scholar can expect almost sure promotion by preparing themselves for the examinations for higher licenses. In no other profession can one look forward to promotion with more certainty than in the public schools.

Long before I had definitely decided upon teaching as my life work, certain experiences impressed upon my mind the tremendous importance of the teaching profession.

#### Misfortune Forgotten in Pleasure of Reading.

During my undergraduate days, while a student of the College of the City of New York, I acted as the assistant librarian in Five Points Mission Library. This library was situated in what was considered the poorest quarter in New York City. Four nights each week I went to the library, gave out books to the readers, and collected them, aiding the old minister who was the librarian and who was almost incapacitated from active work. Night after night I saw the poor unfortunates from the Bowery, the derelicts of humanity, come into that library, get as close as possible to the big stove, and take the books which they had ordered. In a few minutes one could tell from their faces that they had forgotten the misfortunes of the present in the memories of the pleasures of the past.

Even as a boy I realized what a great power education must have in bearing these men almost on the wings of enchantment back to the happy days of youth, when they first read Dickens and Thackeray and Scott and Eliot; and, curiously enough, the majority of these men asked for books which denoted a culture above the average. Even then I realized the almost divine gift that teachers had bestowed upon these human wrecks and that this power remained when all else seemed to have faded away.

#### Unfortunate Men Have Romantic Histories.

Again, after graduating from college, when I had determined that my future calling would be journalism, I remember spending nearly two weeks in the Bowery lodging houses. I was writing "Evolutions of City Life," which were published daily in the New York Evening Sun. Many of the stories of the men whom I met in those lodging houses read almost like fairy myths. I suppose that much that was given to me by the men I met in those houses was not true, for such men often like to boast of happier days which they never knew, and some again, from their long experience with drink or drugs, were as fanciful as the

opium eater. However, certain experiences were undoubtedly true.

The men that I naturally liked to talk to were those who showed, despite their dress, some marks of the gentleman and the scholar. These generally claimed collegiate experience in the days of their youth. I have heard such men speak most bitterly of the causes of their misfortunes. I have heard them blame their downfall on false friends, on lawyers, on business associates. I have heard them curse the dissipations of their college lives, and I have even heard them accuse their parents of neglect to guard them from the dangers of youth, but I have never heard one of those men say an unkind word of a teacher whom he had known in boyhood. On the contrary, many an unfortunate said that if he had only followed the advice given to him by the first teachers he had known in his childhood he would not now be reduced to the unfortunate condition of the present.

Such experiences could not fail to impress me again with the power of the teacher to mold character.

#### Pride in Finished Product.

Every professional man feels a natural pride in the success of his achievements, but I doubt if anyone has more reason to be proud of the finished product of his endeavors than the teacher. It has been my experience time and again to meet men in the streets, in the cars, or at public gatherings who introduce themselves as my former pupils. Such an experience is common to every teacher of long service. Sometimes the introduction has come somewhat as a shock when men seemingly toward middle age have told me they were boys in my classes. At first it is usually difficult to recall them, but after they have mentioned their names and the time of their pupil days I seldom fail to recall some facts concerning their school lives. Such men always speak with deepest gratitude of the teachers who first showed them the road to success, and I have never listened to the story of their success in life without feeling some honest pride in what I had helped to accomplish for the benefit of the individual, the city, and the State.

A summer camp for surveying practice has been added to the civil engineering curriculum at Syracuse University.

Attendance is required of all sophomore and junior civil engineers and optional for a limited number of sophomore electrical and mechanical engineers. The camp will be located this summer at Tully, about 21 miles south of Syracuse on Crooked Lake. It will be held from August 29 to September 12.

## SALARIES IN CONNECTICUT CITIES.

### Highest Salaries Usually Given to Men—Six High School Principals are Women.

Salaries in 59 of the 70 cities and large towns in Connecticut are as follows:

#### Elementary Schools.

Salary.	Number of men.		Number of women.	
	Principals.	Teachers.	Principals.	Teachers.
Below \$800.....				41
\$800-\$899.....				51
\$900-\$999.....		1		82
\$1,000-\$1,099.....	2		1	372
\$1,100-\$1,199.....	2		7	527
\$1,200-\$1,299.....		2	14	636
\$1,300-\$1,399.....		6	6	544
\$1,400-\$1,499.....	1	3	6	423
\$1,500-\$1,599.....	2	5	22	441
\$1,600-\$1,699.....	1	7	16	259
\$1,700-\$1,799.....	2	6	15	262
\$1,800-\$1,899.....	5	5	16	194
\$1,900-\$1,999.....		5	7	11
\$2,000-\$2,099.....	8	7	9	16
\$2,100-\$2,199.....	2	4	14	1
\$2,200-\$2,299.....	6	6	7	1
\$2,300-\$2,399.....	3		8	7
\$2,400-\$2,499.....	7	2	3	
\$2,500-\$2,599.....	14	5	5	3
\$3,000 and over.....	7	5	1	
Total.....	62	69	157	3,871

#### High Schools.

Salary.	Number of men.		Number of women.	
	Principals.	Teachers.	Principals.	Teachers.
\$800-\$899.....				1
\$900-\$999.....				2
\$1,000-\$1,099.....		2		7
\$1,100-\$1,199.....		1		16
\$1,200-\$1,299.....		2		55
\$1,300-\$1,399.....		2		33
\$1,400-\$1,499.....		2		49
\$1,500-\$1,599.....		5	1	66
\$1,600-\$1,699.....	1	4	2	91
\$1,700-\$1,799.....	1	7	1	85
\$1,800-\$1,899.....	1	17		82
\$1,900-\$1,999.....		14		72
\$2,000-\$2,099.....	4	19	1	70
\$2,100-\$2,199.....	2	27	1	37
\$2,200-\$2,299.....	2	25		11
\$2,300-\$2,399.....	1	30		6
\$2,400-\$2,499.....	2	21		
\$2,500-\$2,599.....	10	32		
\$3,000 and over.....	18	16		
Total.....	42	226	6	683

#### —Connecticut Schools.

During the first twelve months in its history, the Florida General Extension Division enrolled 5,804 students. Students were enrolled in correspondence courses from every county in the State and from 19 other States and foreign countries. This achievement is all the more noteworthy, for Florida has only about 560,000 white residents scattered over 58,666 square miles. The new Florida General Extension Division represents all State institutions of higher education.



## HOT LUNCH IN A RURAL SCHOOL.

**Children May Buy Cocoa and One Other Warm Dish for 5 Cents—Innovation Meets General Approval.**

By A. D. SIMPSON, *Supervising Agent.*

Hot noon lunches are served daily to between 60 and 65 pupils at the Center School in Madison village, Connecticut. A cup of cocoa with one hot dish is provided for all who wish to avail themselves of the noon lunch. The daily cost is 5 cents.

At the opening of the school year a science teacher trained to teach home economics was engaged for work in the high school. No home economics instruction has been given heretofore in this school, but it is planned to make a beginning this year along very elementary lines. A class of seven girls has been organized. This group will devote the equivalent of two periods a day to the noon lunches and instruction in cooking. The town school committee is strongly in favor of making this work the nucleus about which to develop a complete course in domestic arts.

### Cost of Equipment Is Moderate.

A kitchen has been provided in the basement of the high-school building. The equipment consists of a sink with hot and cold running water, a cupboard, two three-burner oil stoves with ovens, and a large table. The total cost of the equipment, exclusive of carpenter's work, was about \$150.

The pupils eat in two designated classrooms. Each pupil is assigned a desk. White oilcloth strips are placed over the desks to prevent injury to the varnish. The food is brought to the classrooms in large containers, and the lunches are served in cups and soup plates.

Pupils from two buildings go to the high school near by for their lunches. A teacher is assigned to supervise the eating period in each room.

### Grocers Make Price Concessions.

Local grocers have been willing to sell provisions at a reduction in price. In this way it has been possible thus far to serve one hot dish and a cup of cocoa at 5 cents each. A slight profit has been made, amounting to about \$1 a week.

Aside from cocoa, the following are some of the dishes served: Cream of pea soup, macaroni and tomato, potato soup, cream of corn soup, baked beans, corn chowder.

Milk chocolate of a standard quality approved by the school nurse is sold to

pupils. No sale is made until after lunch has been served, and only during the noon hour. This sale has had a direct tendency to lessen the desire of pupils to go "uptown" at noons to buy candy.

The results of the noon lunch activities at Madison thus far may be summarized as follows:

1. Lunches are eaten in a warm room under supervision and without haste.

2. Lunches are composed of constantly decreasing amounts of pastry and other foods of doubtful value brought from home.

3. Lunches comprise warm, succulent foods and constitute an approach to a balanced diet.

### Parents Show Greater Interest in Schools.

4. Increased interest and cooperation are shown by the parents in the work of the schools.

5. Instruction in the elements of cooking is given to a class of seven high-school girls.

It is planned to make provision at once for an eating room in the basement of the building. This will avoid the labor involved in serving the lunches in the classrooms.

The plan has met with a hearty response from the people. The children enjoy the warm meals. It is as yet too early to judge, but it is expected that the lunch will have a real value in improving the school work of the pupils.

The people express themselves strongly in favor of making adequate provision for this activity and for domestic arts instruction in the proposed new building program for the centralized Madison schools.

## RAPID INCREASE OF EXTENSION WORK.

University extension work of the State of Massachusetts has grown to large proportions since the modest beginning in 1916. The indications are that there will be this year a total class and correspondence enrollment numbering between 30,000 and 40,000. Since 1917 the demand for university extension courses has increased about 1,000 per cent, according to a statement of the director of the extension division, James A. Moyer.

Classes in Americanization subjects are also organized in connection with the work of the extension division. Thousands of foreign-born men and women join these classes and are taught to read and write English and to understand the forms of American government, so that they may become citizens. In the 968 Americanization classes organized in Massachusetts last year there was an enrollment of over 15,000 students, in addition to the regular university extension enrollment.

## MONEY SAVED BY SUMMER SCHOOLS.

**A Year Saved for More Than 10,000 Children in New York City—Forty-six Schools Maintained.**

Opportunity classes in the vacation schools of New York City last summer not only accomplished excellent results, but saved the city \$450,000, according to a report made by Anthony J. Pugliese, supervisor of these classes. Mr. Pugliese states that because of attendance at the summer school, 10,124 children were able to advance a class at an expense of only \$4 a child, while the average cost of a pupil per term is about \$50. In view of this saving, the supervisor asks for an increased appropriation for this summer for the extension of the work. As matters now stand the accommodations for summer schools are inadequate. Opportunity classes, the report states, are for children who fail of promotion at the end of the spring term; for average bright pupils whose report cards show a record of "B-plus" or "A" in proficiency for the month of June and who are recommended for advanced study by their principals; for working certificate pupils needing credit for attendance so as to comply with the provisions of the compulsory education law to obtain employment certificates; and for foreign children needing help in English.

Forty-six schools throughout the city were open for the summer, says Mr. Pugliese. Three hundred and ninety-one classes were conducted, of which 343 were opportunity classes. The others were distributed among a large number of industrial and vocational subjects, including bookkeeping, shorthand and typewriting, speech improvement, sewing, millinery, domestic science, printing, manual training, bookbinding, and shop work. Classes in English to foreigners and speech improvement were included.

## AND ATTENDANCE IS NOT COMPULSORY.

To go to school in the woods, to assign one's own lessons, to gain firsthand information in local mills, stockyards, and stores—it is a part of the new plan for a summer school for boys and girls at the Kansas State Normal School.

Scout craft will be taught on trips to the woods, and local industries will be observed by the classes. Questions raised on each trip will be taken up in the classroom the next day. Swimming in a pool twice a week will be a feature.

## A TYPICAL SYSTEM OF TEACHER CERTIFICATION.

### County Certificates of Three Grades, High School Training Certificates, and State Certificates.

Iowa's uniform county certificate law has been in operation for about 15 years. It provides for examinations to be held in every county in the State on the last Friday, and the Wednesday and Thursday preceding, in the months of January, June, July, August, and October.

#### State Board Supervises Examinations.

These examinations are under the supervision of the board of educational examiners which consists of the superintendent of public instruction, the president of the Iowa State Teacher's College, the president of the State University of Iowa, the president of the Iowa State College of Agriculture and Mechanic Arts, and two other persons, one of whom shall be a woman. It has been the custom to select these two members from county and city superintendents. The superintendent of public instruction by virtue of his office is president of this board.

As a result of the uniform county examination, three regular certificates are issued as follows:

First grade for 16 subjects, with a minimum grade of 75 per cent and an average of 85 per cent, good for three years and renewable indefinitely.

Second grade for 12 subjects with a minimum grade of 70 per cent and an average of 75 per cent, good for two years and renewable indefinitely.

Third grade for 12 subjects with a minimum grade of 60 per cent and an average of 65 per cent, good for one year and subject to but one renewal for the same period.

A provisional certificate may be issued on request of the county superintendent to applicants who are not entitled to a third grade, if the minimum grade is not below 55 per cent with an average of 65 per cent, or an average of 70 per cent with any minimum.

#### Normal Graduates Receive Certificates.

In addition to the foregoing, high school normal training certificates are issued to graduates of high schools which maintain a normal training course for the preparation of teachers for the rural schools. One hundred and ninety-two high schools in the State maintain such courses of study. The certificate is issued to those completing the course is good for two years and renewable thereafter for three years. All high schools

supporting a normal training course receive State aid.

Added to those already mentioned are the State certificates, which are issued upon—

- (1) Examination.
- (2) Graduation from the State University of Iowa, the Iowa State Teachers College, the Iowa State College of Agriculture and Mechanic Arts, and Iowa colleges accredited by the board of educational examiners.
- (3) Graduation from colleges and normal schools of other States which meet the Iowa standards; provided the applicants file proofs of two years' successful teaching experience.
- (4) State certificates of other States which meet the Iowa standards.
- (5) Fifteen years' teaching experience and one year's training above high school grade.

Examination for State certificates are held in counties calling for such examinations on the uniform county certificate examination dates and the Saturdays following in January, June, July, August, and October.—H. C. Hollingsworth, Iowa State Department of Public Instruction.

## FOR TRAINING PHYSICAL DIRECTORS AND COACHES.

### Harvard Offers Graduate Courses in Physical Education Leading to Master's and Doctor's Degree.

Harvard Graduate School of Education, in cooperation with the university departments of hygiene and physical education and other departments of the university, announces a program of study and training in physical education leading to the degrees of master of education and doctor of education.

For the master's degree at least four whole courses must be completed with distinction, and at least one academic year must be spent in residence. A part or all the program may be taken in the summer school.

Courses, or half courses, are required in principles of physical education and hygiene; play and recreation; education; history, present status, and administration of physical education; and practice of physical education in schools and colleges.

Elective courses may be taken in anthropology, biology, biological chemistry, hygiene and sanitation, medicine, music, philosophy, social ethics, or government.

## LARGE SCHOOLS ARE CLEARLY SUPERIOR.

### Consolidated Rural Schools in Alabama Have Better Teachers, Longer Terms, and Higher Salaries.

Alabama now has 319 consolidated schools, as compared with 8 in 1915-16 and 69 in 1916-17. This growth is continuing.

Records in the State department of education of one-teacher schools and of the larger schools clearly show the superiority of the latter. In the white one-teacher schools only one teacher out of every five holds a first-grade certificate or better. In the schools with six teachers or more, three teachers out of every five hold the higher certificates, and the proportion corresponds for the two, three, four, and five teacher schools. The better qualified teachers evidently prefer the larger schools, especially as the salaries are correspondingly greater.

The larger schools have a longer average term than the one-teacher schools, and they receive the lion's share of visits from the county superintendent and his assistants, notwithstanding the fact that the smaller school needs all the help that supervision can give.

### Comparison of Alabama Schools of Different Size.

#### WHITE RURAL SCHOOLS.

	Teachers holding first-grade certificate or better.	Average salary of male teachers.	Average salary of female teachers.	Average length of term in days.	Average number of visits per school by county superintendent and assistants.
	Per cent.				
One-teacher schools...	18.2	\$498	\$391	113	2
Two-teacher schools...	25.6	517	417	122	3
Three-teacher schools...	36.8	686	462	131	4
Four-teacher schools...	46.1	739	483	143	7
Five-teacher schools...	47.3	911	501	157	6
Six-teacher schools or larger.....	63.2	1,112	550	161	12

#### COLORED RURAL SCHOOLS.

	Teachers holding first-grade certificate or better.	Average salary of male teachers.	Average salary of female teachers.	Average length of term in days.	Average number of visits per school by county superintendent and assistants.
	Per cent.				
One-teacher schools...	3.1	\$186	\$157	87	2
Two-teacher schools...	6.6	229	181	104	4
Three-teacher schools...	13.1	283	178	135	9
Four-teacher schools...	7.8	413	261	132	9
Five-teacher schools...	10.7	524	281	143	14
Six-teacher schools or larger.....	11.1	497	290	160	19

### —Alabama School Progress.

High-school girls have an adviser or dean in 96 schools in California. Recent questionnaire replies show that many other schools are considering the matter.